The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Problems of the Classroom Teacher

Discussed before the Eastern Commercial Teachers' Association, Trenton, New Jersey, April 14, 1922

By Dr. L. H. Cadwallader

Head of the Department of Commerce, South Philadelphia High School for Girls

THE problems of any classroom teacher are so numerous that simply to enumerate them would take a great deal of time. One teacher feels that his problem is how to get results with very slow and very quick students in the same classroom. Another feels that his problem is how to interest, and keep in school, the boys and girls who simply mark time until they are sixteen, so that they may go to work. Then, too, there are all sorts of handicaps in the way of insufficient and poor equipment, inadequate instruction material, and uncomfortable physical conditions in the classroom. Besides, the ambitious and progressive teacher finds it pretty difficult to prevent his classroom work and his voluntary, though necessary, contribution to the extra curricular life of the school from sapping all his strength and energy, making it practically impossible to devote time to study and self-improvement. The talented and efficient classroom teacher sometimes finds his problem in his Department Head, who, he thinks, is lazy, inefficient, or oppressive. These are all real problems, I admit, and not easy to solve, but it is not my purpose to dwell on any one of them, as they are problems common to classroom teachers, in every school, teaching any subject, academic or commercial, and they must be solved by the individual teacher.

There are, however, problems peculiar to the classroom teacher of

commercial subjects. Let us examine for a moment the aims of commercial education. Commercial education aims not only at meeting the business needs for stenographers, bookkeepers, and clerks for general office work, but it undertakes the training for secretarial work of those who have had a broader fundamental education and who wish to take responsible positions. It also undertakes the training in the principles of salesmanship, meeting the public, making a sale, etc.

Commercial education, too, has a wider purpose than the mere training of stenographers, bookkeepers, clerks, and salesmen. It has taken upon itself the task of training students to discharge effectively the obligations of citizenship and the ability to adapt themselves to business as a whole.

Preparation

In order to realize these aims, the teacher himself must have a broad, liberal education. He must travel, he must mingle with his fellows socially, he must keep himself informed on topics of present-day interest. He must also keep in touch with rapidly changing business conditions, with new methods, new office devices, the instruction material that meets the requirements of modern business. This, then, is the first serious problem of the classroom teacher—his own preparation for his work, a combination of intellectual and cultural background with actual business experience, and a knowledge of the demands of business.

This is "some problem," I admit, yet if the ideals of commercial education are to be reached, it is a problem that must be solved by all of us. Colleges and Universities are offering courses for teachers of commercial subjects, not only in the technique of the work, but also in methods. Teachers in large cities have ample opportunity to visit banks, offices of insurance companies, freight depots, telegraph offices, post offices, etc., and concerns which manufacture all kinds of office equipment. In this way, it is possible to improve one's professional equipment and to keep in touch with the trend of modern business. The time has long passed when a teacher of commercial subjects can afford to know only and to teach the stenography or bookkeeping which he learned many years ago. He must now take his place in the profession of teaching with teachers of academic subjects. If the commercial teacher would have his influence felt in the educational system, he must be alert in improving both his cultural and his business background.

Relation to Other Teachers

This brings me to a second serious problem facing the commercial classroom teacher, namely, his relations with his fellow workers, in other departments of the school. No group of subjects, languages, science, social studies, etc., has a monopoly of educational values. Any subject is good only in proportion as one puts mental effort into it. The mental development resulting from the best effort expended on commercial subjects is surely on a par with that which is claimed as a result of academic training. This problem, then, is how to secure from teachers in other departments, a real appreciation of the educational value of commercial work, its value other than as a means of earning a living.

An enormous number of our boys and girls are taking commercial courses. How may we secure the

intelligent and sympathetic coöperation of teachers of academic subjects, a real appreciation of the educational value of commercial subjects? This problem will be easier of solution when business education trains for the broader and more professional aspects of commercial life, and when commercial teachers themselves feel that commercial education has a wider and more important purpose than the training of stenographers and bookkeepers, and when they, themselves, appreciate better the dignity and real educational value of business training rather than regarding their work in a narrow "subject" sense. This problem cannot be solved until the first problem which I named is solved, the preparation of the classroom teacher.

Delightful task! to rear the tender thought,
To teach the young Idea how to shoot,
To pour the fresh Instruction o'er the Mind,
To breathe the enlivening Spirit, and to fix
The generous Purpose in the glowing breast.
—*Thomson, in "The Seasons"*

A third problem of the commercial classroom teacher is his relations with his students, an understanding of their needs and the adaptation of the instruction to meet their needs and the needs of the community. Unfortunately, too many boys and girls taking commercial courses look upon that work as an easy and quick means to a livelihood. Sixty-five per cent of the children entering a high school leave by the close of the second year, most of them taking junior business positions. What can the classroom teacher do for these? A careful survey of local business conditions determines the kind of commercial education needed, and affords a splendid opportunity for coöperation between the educational and the business factors.

Relation to Students

A different phase of the teacher's problem in his relation to his students, is the development of the pupil's personality and general intelligence. Commercial students must be made to realize that courtesy, consideration of others, and business ethics are as much a requisite of a successful business career as technical knowledge.

The successful commercial classroom teacher makes his work intensely practical—he makes a living connection between the world of commerce and school studies. He must know cities so well that he will be able to make them real places to the students, related to the great world of industry and trade, rather than mere names of places to which letters are addressed.

Bringing Life to the Classroom

This, then, is a third great problem of commercial teachers—how to fit the instruction to the student, how to make pupils feel the life of industry all about them, how to make them realize the actual conditions of commerce, how to bring commerce into the school, how to guide students in looking upon their lessons, not as something apart and distinct from the world outside, but rather as explaining and interpreting real life. When this problem is solved, the bridge between school and business will not be so wide.

SCHOOL AND PERSONAL NEWS

Found in the Editor's Mail

MR. GREGG sailed for England on the Mauretania, April 25th, accompanied by some of his associates, for the purpose of conducting a vigorous campaign for the introduction of Gregg Shorthand and American methods of teaching commercial subjects in the business schools of Great Britain. The recent adoption of the system by one of the largest and most important chains of private commercial schools in England has made it necessary for Mr. Gregg to give his personal attention to the reorganization of methods and to the training of a large number of teachers. He expects to visit and lecture in every important city in England before returning in October. Mr. Gregg has thus laid out for himself a very busy six months' work. Our readers, we are sure, will join with us in wishing him and Mrs. Gregg, who accompanies him, a most successful and enjoyable trip.

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The Western Reference & Bond Association has moved to the fourth floor of the Gates Building, Tenth and Grand Avenue, Kansas City, Missouri. Here they are occupying newly remodeled offices formerly used by the Federal Reserve Bank.

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Mr. W. B. Christy, head of the accounting department of the Arizona State Normal School, has been secured to take charge of the normal session which begins June 12 at Twin City Business University, St. Paul, Minnesota. Prior to his connection with the Arizona Normal three years ago, Mr. Christy had taught high school work for nine years. This practical experience, and his degree work in the School of Commerce and Administration at Chicago University, assures Twin City of high-grade instruction this summer.

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Miss Lucy DeWolfe tells us of her new connection with the West Division High School, Milwaukee. There have been two other new teachers at Milwaukee, this year—Grace D. Boose, from Naperville, Illinois, High School, at Central Continuation School, and Mary B. Sayles, from Salt Lake City High School, at Washington High School. Mr. L. D. Zeidler, recently a student in the Whitewater Normal, is also on the Central Continuation staff.

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Miss Elsa Floehr, of Defiance, was in charge of the commercial work at Covington, Ohio, High School this semester.

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In connection with the methods courses in commercial education at the summer session of the University of California, a demonstration school is maintained during the entire session. The students in this school are selected from high school students who have had no training in the commercial subjects in which they are to be instructed. These students are organized into a large number of small classes, each class having its own room and special equipment. Two members chosen from the methods courses are assigned to each class for the six weeks, each teaching

SCHOOL AND PERSONAL NEWS

Found in the Editor's Mail

on alternate days and observing on the other days. This arrangement gives each member of a methods course fifteen hours of supervised teaching and fifteen hours of observation. The instructors in charge of the methods courses supervise each class daily. No auditors are admitted to the demonstration classes.

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Adah M. Nelson, Leland, Illinois, has gone to Walter Reed General Hospital, at the Capital, as a Reconstruction Aide.

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The four-story Y. W. C. A. home on Duquesne Way, Pittsburgh, which has housed working girls since 1905, was recently bought by Duff's College for $125,000, and is being remodeled to form part of the new building that they are erecting for the college. Duff's College has long been one of the best business colleges in the country, and with the consolidation of Iron City College and Martin's Business School, it becomes one of the largest.

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Massey Business College, Birmingham, Alabama, has secured R. W. Ballentine as a member of its faculty. Mr. Ballentine has been teaching recently at Madison, Wisconsin, Commercial College.

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Rev. Lambert Burton has become president of St. Benedict's College, Atchison, Kansas, where he has been connected with the high school division since going to Atchison in 1894. For the last eight years, Father Lambert has also assisted Father Damian Laverty in conducting the college, and through his earnest work in modernizing the courses in keeping with state board standards, succeeded, last year, in securing a place for St. Benedict's on the accredited list of the University of Kansas. Father Lambert was made president when failing health necessitated Father Damian's resignation.

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Miss Ellenora Hartley has been teaching at Hillsboro, Indiana, High School since early in the year. △ Ruth Craine, last year with the Canada Business College at Toronto, is now on the commercial staff of North High School, Des Moines. △ Charles H. Oswald has been with the High School of Commerce, Springfield, Massachusetts, this year, after several years with Torrington, Connecticut, Commercial School.

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A new school was opened May 8 at Pottstown, Pennsylvania—The Leusch School for Secretarial Training, located in the Security Building. The school is being conducted by George R. Leusch, and Mary J. Leusch, formerly Miss Mary J. Allwine.

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Lloyd Barzee, associate superintendent of Oakland Public Schools, Oakland, California, has charge of the junior high schools of that city.

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If you want your friends to know where you are to teach next year, send us a news note for these columns.

Commercial Education at Harvard University

FOR many years the professional training of commercial teachers has lagged behind the progress made in commercial education. Opportunities for professional work have been offered by a few scattering normal schools and colleges. But to-day there is every indication that educational experts sense the need of giving more specialized professional training to those men and women who are anxious to do research work in an endeavor to settle some of the perplexing problems that have arisen in the field of commercial education. If we can hope that commercial education shall be allotted its true place as part of the great field of intellectual attainment, it can gain this position only by the tireless effort of those men and women who are willing to spend the time to ascertain what are the most immediate needs of our commercial education system.

Nichols Appointed Associate Professor of Education

Harvard University has made provision for such work in the field of commercial education in its Graduate School of Education, and has placed in charge of the courses one of the best prepared educators for such training that the field has produced—Frederick G. Nichols. His splendid work as director of commercial education for the Federal Board of Vocational Education has made him a well-known figure in all parts of the country, and his present year's additional experience as director of commercial education for the State of Pennsylvania brings him to the new work fresh from practical application of administrative problems in education.

It will be noted that his appointment, Associate Professor of Education, is in "education" and not "commercial education." Harvard has thus put commercial education on a par with the regular educational courses—a step that is tremendously significant.

The Courses

Training will be offered in both the summer session (July 10 to August 19) and during the regular college year. Unusual opportunities will be afforded the student to carry on research in his chosen field. The work will not however, cover subject matter, but will be purely along professional lines, designed for those men and women who desire to prepare for positions of leadership in business education. The courses will carry credit for advanced degrees.

Secondary School Problems

One course runs through the entire year. It deals with problems of secondary school commercial education and is intended for commercial teachers in public and private schools, directors of commercial education, commercial department heads, business school and high school principals, and those who have completed subject-matter courses in the commercial subjects and desire additional preparation to teach those subjects or to supervise others who are teaching them.

The scope of this course, in which much research work will be required, is indicated in the following suggestive but incomplete outline:

1. Commercial curriculums
   (*a*) For the Junior High School (yrs. 7-8-9)
   (*b*) For the Senior High School (yrs. 10-11-12)

(c) For the Four-Year High School (yrs. 9-10-11-12)

2. Basic factors that underlie commercial curriculum making.
3. The unit-year curriculum as a solution of the "short" and "long" course controversy.
4. Urgent need for differentiated curriculums to meet the widely varying needs of commercial pupils.
5. Subject teaching versus training for business.
6. The part which related academic subjects play in business training.
7. Recent modifications in academic requirements that simplify the problem of providing adequate business training for high school pupils.
8. The technical and semi-technical commercial subjects and their arrangement by years.
9. After the curriculum has been set up, such major commercial subjects as business writing, commercial mathematics, junior business training, bookkeeping, commercial and economic geography, typewriting, shorthand, office practice, commercial law, and business English and correspondence will be considered as to
   (a) Their definition and importance.
   (b) The primary aims which are to be achieved through their use.
   (c) The content that is essential for the accomplishment of the above aims.
   (d) The more important instruction methods that have been satisfactory in accomplishing established aims.
   (e) The equipment that is regarded as necessary in using the above methods.
   (f) The types of tests and examinations that have been found effective in measuring the extent to which aims have been achieved.
   (g) The supplementary books, bulletins, and articles that will be useful to teachers of these subjects.

General Administration Problems

Another course runs through the first semester only. It deals with problems of general administration of commercial education and is intended for principals, superintendents, vocational education directors, and others who have to do with commercial education in an administrative way. For this course knowledge of subject matter is not a prerequisite. The following topics suggest its character.

1. History of commercial education with special reference to successful and unsuccessful experiments that have been made in this field of education.
2. Present status of commercial education.
3. Relation of commercial education to vocational education as at present organized.
4. The commercial education services that are maintained by the Federal government.
5. The importance of state supervision of commercial education.
6. The urgent need for coördinating all types of commercial education in a city school system under one directing head.
7. The need for better commercial teacher-training facilities and how to meet it.
8. Research as a factor in the further development of commercial education.
9. Coöperative, or part-time, commercial courses.
10. Special problems in commercial education in rural schools and in city schools.
11. Urgent need for a reorganization of commercial education in the evening school.
12. How to meet the new problem in commercial education presented by the continuation school.
13. Vocational guidance as applied to business training.
14. Placement and follow-up as a test of efficiency in commercial education.

Supervisors' Problems

A third course runs through the second semester as a continuation of the half-year course described above. It is intended for those who know the commercial subjects, have taught them, and who wish to prepare for the supervision of commercial education in a state or city school system. With the organization of commercial curricula in junior high schools, senior high schools continuation schools, evening schools and other extension schools, the necessity for efficient supervision of this work is becoming apparent. Commercial education directors have been appointed in many cities and in a few

states. Further developments in this direction are being slowed up because of a lack of qualified candidates for such positions. There are many excellent teachers of commercial subjects. There are many thoroughly competent and experienced senior high school commercial department heads. But there are few people who by training and experience are qualified to organize and supervise business training courses in the several types of schools referred to and insure that articulation between them which is absolutely essential to their highest development in the interests of the boys and girls of our cities and towns. It is to increase the supply of this latter group that these graduate courses are being offered.

In this third course the topics considered in the second course referred to above will be reconsidered in greater detail and from the point of view of the commercial education supervisor or director rather than that of the general educational administrator. In addition, many other supervisory problems will be considered. The following brief list illustrates their character:

1. The specific local research studies that should be made to discover just what kinds of evening school commercial courses should be offered.
2. The need for teachers specially trained for evening school work and how to meet this need through evening school teacher-training courses.
3. The best method of handling the registration of evening school commercial pupils so as to insure to each one the kind of extension training needed.
4. How to reach prospective commercial pupils and their parents with authentic information regarding the wide range of business employments to the end that wise choices of courses may be made.
5. How to direct commercial education in a city or state system without unduly curbing individual initiative.
6. The duties of a director of commercial education (*a*) in a city school system, (*b*) in a state school system, and (*c*) in a single high school.
7. How to deal with problems of selecting equipment, instruction materials, and texts.
8. How to make job analyses of the more important commercial positions.
9. How to secure the coöperation of local business men as individuals and in groups.
10. How to organize and conduct part-time or coöperative commercial courses.

Research is an important factor in educational advancement. No agency has been established to make much-needed investigations in the field of commercial education. It is hoped that these graduate courses will afford an opportunity for that research work which alone will furnish an adequate basis for sound conclusions on many of the perplexing questions that have been raised by recent commercial education surveys.

Thus it will be seen that the new Harvard courses will not come into competition with already established courses. They will supplement the good work being done by other schools and colleges. The instructor who gives the courses and those who take them will become a service agency which may be counted upon to render material aid to all who are in any way connected with business training. The results of research work done, doubtless will be made available to all in the form of books, bulletins, magazine articles, pamphlets, and in such other ways as may suggest themselves from time to time.

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SUBSCRIBERS are again reminded to be sure to send us their summer addresses so that the next issues of the *American Shorthand Teacher* may be properly directed.

Eastern Commercial Teachers' Association Convention

Trenton, N. J., April 12-15

Officers for 1923

President, Mr. F. B. Moore, Rider College, Trenton, N. J.
Vice-President, Miss G. W. Craig, Simmons College, Boston, Mass.
Secretary, F. A. Tibbetts, Dickinson High School, Jersey City, N. J.
Treasurer, Mr. L. B. Matthias, High School, Bridgeport, Conn.

New Members of Executive Committee

Mr. Seth B. Carkin, Rochester, for three years.
Mr. C. F. Gaugh, Springfield, for three years.
Mr. J. E. Gill, Trenton, for one year.

Report by Rupert P. SoRelle

WHOEVER thought that a really great convention could not be held outside of New York City or some such unwieldy burg had his illusions rapidly and completely dispelled if he attended the convention of the E. C. T. A. at Trenton. The city of Trenton makes no pretentions to mere bigness—it just "makes; the world takes." But it proved to be a great drawing card—that is, Trenton and what it contains. For example, there is located there an institution to which every private school man who knows can point with pride and a thrill of admiration — Rider College—and the two big personalities back of it, Frank B. Moore and John E. Gill, after all, formed the real background for the decision to meet at Trenton. It was a significant tribute to this triumvirate—representative of the highest ideals in commercial education. And the "big three" came right back at the conventionites and showed them the best time they have had at any convention, at any time, at any place!

One of the special features was a luncheon arranged by Rider College and staged in the auditorium of its splendid new home. This was attended by practically the entire convention, and there was not only plenty of rooms for "eats," but dancing and a fine musical program—all going on "simultaneous at the same time." A visit through the college—which, with facilities for handling 3,000 students a year, is just about the ultimate in modern school designing and equipment—was a feature that left everybody enthusiastic.

But to get back a moment to the initial theme. There is a distinct advantage in holding the convention in a city with less attractions—or rather, diversions—than New York, or Boston, or a rollicking, romping, high-pressure city like Philadelphia. There isn't so much to distract attention from the real business of a convention. At Trenton everybody attended the sessions. The convention worked as a compact unit, and educationally, socially, and inspirationally it was a tremendous success. From the moment President McMillin

took up the gavel for the opening session, things moved along with a precision that reflected the kind of work that permeates business. It was a good example of how business educators have absorbed the spirit of real business and made it serve educational ideals and needs.

F. B. MOORE
President, E. C. T. A., 1922-1923

But with all this devotion to the main business, the social side was not neglected. The banquet Friday evening at the Stacy-Trent was a splendid affair. With two such nationally known speakers as ex-Governor Edward C. Stokes of New Jersey and Dr. Francis H. Green of Pennington Seminary, and with Mr. Harry Spillman, of the Remington Typewriter Company, past master at oratory, wit and story-telling, acting as toastmaster, there was an abundant "feast of reason and flow of soul"—but nothing else flowed that was observed except H_2O.

What was accomplished educationally, the following reports tell.

Opening Session

Report by Arnon W. Welch

THE twenty-fourth annual convention of the Eastern Commercial Teachers' Association, with its all-star cast, was called to order by the President, Mr. D. A. McMillin, about 10:15, Thursday morning, April 13, 1922, in the ball room of the Stacy-Trent Hotel at Trenton, New Jersey. Hon. Frederick W. Donnelly, Mayor of Trenton, was on the program to give one of the addresses of welcome, but on account of the fact that the mayor was under treatment in the Mayo Hospital, it was necessary for him to be represented by an alternate.

The other address of welcome was given by Mr. John Enright, Commissioner of Education, Trenton, N. J. Commissioner Enright counseled against too much organization in education and pointed out that education is now more concerned with purposes than with processes, the purposes being: Healthy people, happy people, good government, and good English. The commissioner commented favorably upon the ever-increasing friendly relations between public schools and private commercial schools.

Mr. E. H. Norman, of Baltimore, Maryland, rose "to administer the antiseptic usually known as a Response." In his characteristically humorous way Mr. Norman explained why he was "it," but said that he had never been able to discover any reason why there should be any such thing

as a response. Those who heard Mr. Norman will agree that his own address was one of the best reasons that could be given. He emphasized the legitimate pride which one should have in one's professional work as a foundation for success. The greater part of his address, however, was devoted to the proposition that there is no real antagonism between public schools and private commercial schools, that each has its own sphere, and that the private school is supplementary to the public high school.

D. A. McMillin
President, E. C. T. A., 1921-1922

"The public schools," he said, "have their sphere of influence and the business schools have theirs. They are not in conflict and should not be antagonistic.

Public and Private School Coöperation

The one can and should be a distinct advantage and help to the other. The proper function of the business school is to supplement and not supplant the work of the public school. Commercial education is not now in a state of revolution; but no sensible man will deny that it is in a state of evolution. The problems confronting us and pressing for solution are many and serious, but the remedy will be provided and applied within our own group. We are not looking and shall not look to any external source for a solution. I have such absolute faith in the intelligence and honor of the men and women of our profession that, with unwavering confidence, I predict they will meet and overcome the difficulties in our system of education."

The audience indicated a very hearty approval of Mr. Norman's ideas.

The president's address was, for the most part, a comprehensive and well-analyzed survey of the field of public and private commercial education, giving consideration not only to content and arrangement, but also to administrative regulations and distribution of taxes. Approaching the problem from a different angle and reasoning along different lines, Mr. McMillin arrived at the same conclusion as that expressed by others; namely, that there is a legitimate sphere of activity for the private commercial school. The entire paper is worthy of much thought and careful consideration; the inspiration and food for thought are in bold relief in the latter part of Mr. McMillin's address:

Does the Private Commercial School fill an educational need, or does it merely furnish intensive training to prepare for a vocation?

If the latter, should the Public School attempt to do likewise, and if so, would it meet a popular demand?

To what extent should public funds be used to prepare a boy or girl for a vocation?

If ninety per cent of the pupils taking commercial courses in high schools are preparing for a job—and that is a conservative estimate—why should so much fuss be made over "college entrance credits" in the liberal arts, for the other ten per cent?

In conclusion, I desire to state that I believe the Private Commercial School is in an absolutely safe position, as long as it confines its activities to intensive training of a high grade, and prepares its students for their vocation in a minimum length of time. A change of those policies would, in my opinion, prove fatal.

As to the public schools, the greatest danger comes from within their own organization, and if they do meet with difficulty, it will be because taxable property cannot stand the burden, and that the structure has become top-heavy from its own weight. And we, as important factors in a specialized vocational training, have our part to perform. Both collectively and individually, as public schoolmen and as private schoolmen, I predict that the members of the Eastern Commercial Teachers' Association will be in the forefront of every progressive movement—and yet remain safe and sane.

The morning program was concluded by an address from Mr. Peter K. Emmons, president of the Rotary Club of Trenton, on the subject, "Historical Trenton." This proved to be perhaps the most interesting and humorous historical discussion to which the members of this association have been privileged to listen, and it was highly instructive.

Shorthand Round Table

Report by Harold H. Smith

THE Shorthand Section was ably conducted by Mr. E. L. Outwin, of the Dickinson High School, Jersey City, New Jersey, who acted as temporary chairman in the absence of the regular chairman, Miss Susan M. Loomis, to whom we were indebted for a very excellent program.

Mr. John E. Gill, in introducing Mr. Charles L. Swem, sketched his career from office boy to personal stenographer and reporter to President Wilson, and now managing editor of the *Gregg Writer* and *American Shorthand Teacher*. Mr. Gill spoke from intimate knowledge of Mr. Swem's development through the various stages of night school and day school, which culminated in his becoming a shorthand writer of championship calibre and world-wide fame. The worthy pride of a conscientious school man, responsible in no small degree for such achievements as have characterized Mr. Swem's successful career, together with Mr. Gill's inimitable way of painting word pictures, combined to make Mr. Swem's introduction a remarkable tribute to one of the outstanding figures in the shorthand field.

Reporting President Wilson

Mr. Swem gave a most interesting review of his experiences with shorthand, incidentally throwing many side lights on the personalities and relationships of President Wilson and others whom he had met. His description of the details of reporting the President's speeches during hundreds of thousands of miles of travel, furnishing copy to the press, the difficulties of reporting the Peace Conference, etc., were new, and the teachers eagerly concentrated on every word he had to say. The amusing side of his experiences was not lost sight of, and many a laugh followed his anecdotes centering around Europe's traditional caste system, in which it is evident that aristocrats and lowly shorthand writers each have troubles all their own.

One of the most interesting parts of Mr. Swem's talk related to the British methods of reporting. Unlike the American plan of reporting in relays,

the British reporters report in pairs, afterward checking their notes in order to produce a complete transcript. This requires much more time than the American method and, of course, would be an impossibility under conditions of stress, such as prevailed at all times during Mr. Swem's connection with President Wilson both at home and abroad. He brought out the technical points of reporting in such a way as to make his address highly valuable to teachers.

The Thinking Stenographer

Miss Marie M. Duggan, Professor of Secretarial Science, Boston University, spoke on the topic "The Thinking Stenographer." Her plea was for the development of educated, thinking stenographers, rather than highly skilled automatons. She cited the new educational experiment at Antioch College, Ohio, in which the central idea is to train a greater proportion of our young men and women for business leadership. The ability for self-direction and proprietorship have been strangely neglected heretofore in American education.

> The thinking stenographer must first of all be an individual who realizes that he has been given particular gifts by Divine Providence, that he is a particular spirit in the world; that he has a service to contribute which nobody else can do as well: that in all the millions in the world there is no one just like him. . . . . His training must be such that his mind will be of value to his employer as well as his technical skill.

Miss Duggan argued also that "the thinking stenographer must be a skilled technician, thoroughly capable of using his shorthand and typewriting efficiently. From his training he should be thoroughly conversant with office routine and the devices of the office." Mere business efficiency, however, is not enough to satisfy Miss Duggan's ideal:

> Educational efficiency is at a very high point, but it is assuming too much the role of turning out material successes. If a man makes only a material success, he has no interest outside of his work except, perhaps, golf, and that is pretty much of a business matter. So education must not only give him an equipment which can make him feel that his feet are on earth, but it must also give him the other things which keep his head in heaven.

The Yonkers "Argonaut"

Miss Florence Sparks, of the Yonkers High School, Yonkers, New York, read an interesting and valuable paper on "A Specific Typewriting Project." This related to the regular publication of "The Argonaut," a mimeographed high school paper, produced by the second-year students of business English and typewriting in the Yonkers High School.

Three staffs of workers handle the publication—the literary, business, and mimeographing staffs. The literary workers are in charge of an editor-in-chief who assigns a certain amount of space to each of his assistants. The business staff is headed by a circulation manager, business manager, and publishing manager. The publishing manager has charge of the third group of workers, the mimeographers, who are concerned with the mechanical production of the paper after it has been planned by the other two divisions.

All articles must be submitted to one of the English teachers for criticism and acceptance before they can enter into the planning of a dummy.

The experience of this school and others that have worked along the same line, indicates that very much can be gained in the way of coöpera-

tive effort, business training, and development of initiative through such a project.

At this point Mr. Swem gave a brief demonstration in shorthand, writing on the blackboard by request. He took straight matter at over two hundred words a minute and court testimony at two hundred forty words a minute.

The next speaker was Mr. W. A. D. Clarke, of Emerson High School, West Hoboken, New Jersey. Mr. Clarke's topic was "Psychology Tests for Stenography Beginners." He expressed the general thought that prognosis tests had not so far proved their accuracy as to warrant the exclusion of students from stenographic courses if the sole reason were their failure to pass such prognosis tests. He felt that in many cases the elements of enthusiasm and perseverance would overcome almost any obstacle in the way of general educational deficiency or particular aptitudes.

Psychology Tests

(To be continued next month)

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Gregg Writer Prize Letter Contest

IN THIS month's *Gregg Writer* there appears an announcement of a prize letter contest that will be of as much interest to our readers as to the stenographers taking the *Writer*—a contest calling for just such original business letters as you no doubt already have collected for use in your dictation classes.

We quote the announcement here, and urge all our readers to take part in the competition.

"Do you know what a good business letter is? Well, here's your chance to see whether you do or not. . . . . .

"In order to stimulate interest in the construction, form, and content of letters, we offer prizes, as follows, for the best collection of ten or more letters submitted:

First Prize:	Fifteen Dollars
Second Prize:	Ten Dollars
Third Prize:	Five Dollars

"The letters will be judged on the following points:

1. Form and beauty of typing.
2. Clear presentation of content—that is facts, whatever they may be.
3. Excellence of composition of the letters.

"Should there be two or more collections judged to be of equal merit, equal prizes will be awarded to each collection so judged.

"The letters should be original letters, actually used in business correspondence. Copies of letters from dictation books, textbooks, or magazines will not be accepted.

"The contest is wide open—no restrictions of any kind. Any one who wishes may submit letters. The contest closes July 15.

"If contestants wish their collections returned, self-addressed and stamped envelopes should be inclosed.

"The judges will be Mr. W. J. Pelo, editor for the Gregg Publishing Company, Mr. Rupert P. SoRelle, and Mr. Charles L. Swem. Address the collection, which is to be accompanied by the name and address of the contestant, to the PRIZE CONTEST EDITOR of the *Gregg Writer*, 631 South Wabash Avenue, Chicago."

New England Business College Association

Holds Summer Course for Business School Instructors

THE Summer School for business teachers which will be held by the New England Business College Association at the Salem Commercial School, Salem, Massachusetts, this summer, is a new departure and one that will commend itself very strongly to the business college fraternity, as the courses will be presented entirely from the point of view of the private business college, where individual attention is so greatly emphasized. The work should be very helpful to this class of teachers, for whom in the past there has been little specialized professional inspiration.

The Salem Commercial School is one of the best-known commercial schools in New England, and Salem, Massachusetts is a city rich in historic interest and located in a region of beautiful scenery and magnificent estates on the shore of Massachusetts Bay. The Salem Chamber of Commerce is coöperating with the school, and teachers who attend will find that everything will be done for their entertainment.

The school will be in session from July 10 to July 22, a period of two weeks. Instruction will be given in methods of teaching bookkeeping and accounting, shorthand, typewriting, rapid calculation, and penmanship.

George P. Lord, president of the Salem Commercial School, has been elected director of the Summer School, and will personally conduct the classes in arithmetic teaching methods, and in school management.

Carl A. Cederberg, supervisor of advanced accounting courses at Salem Commercial School, and instructor at Northeastern College and at Boston Clerical School, will have charge of the accounting and bookkeeping work, assisted by T. H. Fanning, and N. C. Johnson, of the Salem Commercial School faculty.

Gregg Shorthand Teaching Methods will be in charge of Walt H. Mechler, assistant professor of Secretarial Science, Boston University, with H. A. Ling and H. L. McMath, of the Salem Commercial School faculty, assisting.

Penmanship instruction will be handled by the A. N. Palmer Company, with Miss Kathryn B. Murphy in charge.

Typewriting will be presented by B. A. Dane and a corps of assistants from the Salem Commercial School faculty.

In addition to the class work, the afternoon programs include many interesting trips around historic Salem.

Tuesday.—Trip to Hygrade Lamp Company, manufacturers of incandescent lamps.
Wednesday.—Special day at Salem Museum.
Thursday.—Trip through United Shoe Machinery Company.
Friday.—Essex Institute Day.
Saturday.—Shore Dinner at Salem Willows.
Sunday.—No program.
Monday.—Trip to Naumkeag Mills.
Tuesday.—Sightseeing in Old Salem.
Wednesday.—Trip to General Electric Company.
Thursday.—Revere Beach.
Friday.—Salem Chamber auto trip along the North Shore and around Cape Ann.

Boarding places can be secured at the student boarding houses of Salem Commercial School and Salem Normal School, or hotel accommodations had at Salem, Salem Willows, Swampscott, or Marblehead, suburbs of Salem, where there are first-class summer hotels.

EDITORIAL COMMENT

On Sundry Topics

Do You *Teach* the Wordsigns?

AT THE April meeting of the New York Gregg Shorthand Teachers' Association, the question of wordsigns was one of the topics, and some interesting viewpoints were developed concerning this important feature of shorthand learning and writing. Mr. Gregg pointed out that he had found that the most important factor in learning the wordsigns is *interest*. His method of obtaining interest was to show the students what an important part wordsigns play in the writing of all matter—that, for example, fifty-three wordsigns constitute at least 50% of all spoken language, and in the commercial field probably 70%. With their importance established, he found no difficulty in interesting students in the technical features. One of the devices he used was classifying wordsigns according to the shorthand alphabet, beginning with the single character forms and gradually developing two-character forms, and so on. From the executional side he showed how the expert wrote the wordsigns, rounding angles in such words as *some* and *much*. The way the expert writes is always of interest to students, because they are imitative and recognize the authority that comes from ability to do a thing supremely well.

Another teacher suggested the plan of dividing the list of wordsigns into nouns and verbs. The verbs are dictated, and the students instructed to write the present tense, the past tense, the present participle, and the past participle—as, for example, *give, gave, giving, given*. The plan was commended because it gave the maximum of writing with the minimum of dictation. At the same time it developed a knowledge of the language.

Another method is to have students pick out from a given piece of matter all the words represented by wordsigns or contractions.

These are given merely as examples of versatility in discovering methods of developing technical skill along with the interest that such methods invariable arouse. They deal, of course, with students that have gone through the ninth lesson of the Manual.

To get effective results some method of *teaching* the wordsigns step by step as they are encountered in the Manual, is fundamental. The mere *assigning* of a list of wordsigns is not sufficient. A vivid presentation accompanied by plenty of drill in reading and writing the words, not only singly but in groups or sentences, is necessary to secure practical results.

A method that has been found effective by many teachers is to present the wordsigns of a lesson on the blackboard—leaving the Manual presentation for students to study and practice afterwards. As an illustration, take the wordsigns of the first lesson. The teacher explains first that there is a large group of words in the language that occur over and over again—comprising a majority of all language. These words are represented by abbreviations—on the plan of using initials to represent our entire name. The character *k*

is placed on the board; the class pronounces it. The word *can* is written after the character, and the explanation made that the *k* stands for the word *can*. A group of perhaps six words is presented in this way. Then the longhand is erased and a drill is given on reading the characters in various orders. Before writing is attempted, the importance of skill in execution is taken up and demonstrated by the teacher. The shorthand forms are left on the board until the wordsigns of a single lesson are completed, when an additional reading and writing drill can be given on the whole. Following this, a drill is given in reading and writing sentences made up from the wordsigns. Many teachers develop an astonishing skill in improvising sentences on the spur of the moment. This arouses tremendous interest because the students focus attention on trying to work out the problem that is engaging the teacher's mind. The characters are made vivid by seeing the actual execution of them. The attention can be held because it involves action all the time. A variation of this plan is also useful. Some teachers write the longhand words first, arranging them in convenient groups, in order to show the students the character of words represented by brief forms.

The learning of the wordsigns simply because they have been assigned as a task is beyond the will power of the average student. If the teaching of wordsigns is made *interesting*, the task of learning can be cut in half —and at the same time be far more effective in both morale and skill.

EDITORIAL COMMENT

On Sundry Topics

Civil Service Teaching Positions

WE HAVE received notification from the United States Civil Service Commission that many teaching positions in the different government services are now open. The nature of the positions and the salaries paid are as follows:

Veterans Bureau

Rehabilitation assistant, $1,800-$2,400
Teacher of high school subjects, $1,600-$2,400
Teacher of commercial subjects, $1,600-$2,400
Teacher of technical subjects, $1,600-$2,400
Teacher of agriculture, $1,600-$2,400
Teacher of trade and industrial subjects, $1,600-$2,400

Philippine Service

High School teachers, $1,200-$1,800
Primary specialist, $1,500-$2,000
Model primary teachers, $1,400-$1,600

Indian Service

$1,000 a year and quarters and subsistence for
Kindergarten teachers
Elementary school teachers
High school teachers

In every case the applicant is required to have completed a four-year high school course, and to have had some successful teaching experience or normal school training. No examination is required, the rating being made solely on the training, experience, and physical ability of the applicant.

As the commission is now considering applications for these positions, it would be well for those interested to communicate immediately with the Civil Service Commission, Washington, D. C.

Shorthand: Its Educational and Practical Value

By George Archibald Clark

Leland Stanford Junior University, California

(Concluded from the May issue)

THE complete form of shorthand, which I am proposing to substitute for longhand, is not something new, or apart from that which the stenographer uses. The beginning of his training is all done in it. It is through the complete representation of the commoner words of the language in what is known as the corresponding style of shorthand that the stenographer acquires the ability to read his reporting notes.

For General Use Only Elementary Shorthand Is Needed

What I am proposing, therefore, is to have this corresponding style of shorthand made a working substitute for longhand. . . . . .

The place of the work is in the sixth, seventh, and eighth grades of our public schools. Boys and girls at that age are best adapted to the work. Few boys, at least, pass through that age without inventing some form of secret writing resembling shorthand. Reading and writing by means of the ordinary alphabet will have been acquired, eliminating possible confusion from the phonetic form of shorthand. Longhand penmanship is still a subject of practice. The routine movements and drills would be practically the same for the new form of writing. The work of instruction would be taken up very gradually, covering a period of three years. The intention would not be to discard longhand. That can come only when we adopt a phonetic alphabet for our printing. Longhand would remain, but as a luxury, not a necessity. Those preferring it could use it, just as those who prefer walking or the horse as a means of locomotion are at liberty to use them, eschewing the steam cars or the automobile.

Start Course in the Grammar Grades

What I am suggesting is not the infliction upon the pupils of the sixth, seventh, and eighth grades of what we know as the technical training of the stenographer. It is merely the task of learning a new alphabet of forty characters and some simple rules for its use, the whole thing not exceeding in complexity or extent the present instruction in longhand penmanship. The practice, like that of longhand, would be on the two or three thousand common words, the vocabulary of those grades and of ordinary intercourse. It is a fact that 2,000 of the most common words of the English language can be written and are written, even by the most expert stenographer, with no other principles of shorthand than those comprised in the simple alphabet.

To introduce this work would not require special or technical training on the part of the grade teacher—merely the mastery of the same forty signs and the same simple rules governing their use, with oversight in their application. A brief period of fifteen minutes a day or an hour a week would suffice.

This early introduction of shorthand would also have an important bearing on the *professional* acquisition

of the art. This work is now given in the high schools, where it should remain. Every high school teacher of shorthand knows that his or her one supreme task is the development of speed. Simple and easy of execution as the shorthand characters are, they are new and confusing. There is none of the automatic, reflex control which the pupil has of longhand. The rules governing the attainment of speed are complex.

Professional Training in High School Would Be Simplified to Speed Work

Shorthand is unlike other subjects in that all its rules are in use all the time. Five hundred words of general dictation will call them all into play, and in two or three hours' dictation the whole scheme will be revolved over and over again, with endless variety. It is this repetition that tends to fix the rules and make phenomenal speed possible, but in the beginning it is a bewildering process. The difficulty lies in the attempt to accomplish here in a few months what has been accomplished through long years in the case of longhand. It is as if an athletic trainer should attempt to bring a raw team into shape for an interschool meet in a few weeks. It requires a whole year to prepare for the running and jumping events, and fortunate is the trainer whose material has had years of previous training and experience.

Present Courses Burden Learner With Too Much to Accomplish At One Time

Then, again, the other work of the high school is chiefly directed along another line—the development of powers of observation, reflection, reasoning, selection, discrimination. The pupil has passed the stage of response to mere authority. He wants to turn the dictation practice into a debate as to better and best ways of doing things. This frame of mind must be broken up before progress in speed can be begun. In the case of the class seeking speed in shorthand writing, as in the case of Tennyson's noble Six Hundred, it is action, not reasoning and debate, that is called for.

Theory Learned Easier Before High School Age

The early introduction into the grades of shorthand in its simpler aspects would eliminate this difficulty and lay a foundation for more rapid advancement in the professional side of the art when the high school work is reached. On this ground alone, if no thought of possible introduction of shorthand as a means of general writing entered into the matter, it would be the part of wisdom to begin the work of instruction and practice on the alphabet of shorthand in the grades.

I have purposely left little space for the purely educational value of shorthand. This has been emphasized over and over again. I yield to none in appreciation of its disciplinary value. An adequate course of instruction in the art is a liberal course in English. Such a course enforces, in an effective manner, attention and concentration. It quickens the senses of sight and hearing. It compels prompt decision and instant action. These are elements of the highest educational value.

Purely Educational Value of Shorthand High

This is the age of manual training. Shorthand is a form of manual training. The hand and brain are trained together. The effort to gain speed to equal the rate of a speaker has

in it for the young the inspiration, the fascination, of the racing contest. And there is the accompanying art of typewriting which is pure manual training. A room full of typewriters would be as attractive to the boy or girl of the sixth, seventh, or eighth grades as a room full of benches and tools, and the boy or girl who is going out into the business world has as much right to such training as the boy who is going out to a trade has to the training of the workshop with its tools.

Shorthand Training Both Mental and Manual

But I need not emphasize these things. I want to end as I began, with the individual point of view—every boy and girl, every man and every woman, his or her own stenographer! A very small fraction of time at the proper point in our educational system will make this possible. The time so devoted to the art of shorthand will return in after life a hundred-fold in saving of time and labor.

Every Man His Own Stenographer

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Teachers' Certificates

SINCE the last list was printed, the following have been granted the Gregg Shorthand Teacher's Certificate:

G. Allan Abbey, Dodgeville, Wis.
Mrs. Alice Baker, Los Angeles, Calif.
Eva B. Banks, Wilmington, Del.
Marie Boldt, Oklahoma City, Okla.
Charles A. Brown, Brooklyn, N. Y.
M. N. Bunker, Oskaloosa, Iowa
Rose E. Burns, Haileyburg, Ontario, Canada
Van Chapman, Chillicothe, Mo.
Mrs. Ila Coil, Bardwell, Ky.
June V. Colton, Little Rock, Ark.
Lorena Cunnyngham, Oklahoma City, Okla.
Anthony B. Dalomen, Uniontown, Wash.
Leah M. Damon, Auburn, Maine
Marion Dillon, Union City, Pa.
Evea Forest Downie, San Francisco, Calif.
Venora McKinley Foley, Everett, Wash.
Laura Virginia Hall, Milwaukee, Wis.
Stella J. Heckler, Philadelphia, Pa.
Frank H. Hird, Ottawa, Ontario, Canada
Carl A. Hobus, Albion, Mich.
Helen L. Hoover, Santa Barbara, Calif.
Mabel Catherine Hudson, Everett, Wash.
Emily H. Hughes, Philadelphia, Pa.
Esther G. Hughes, Philadelphia, Pa.
Mrs. Helen C. Johnson, Colorado Springs, Colo.
Doris Kennedy, Shawnee, Okla.
Florence A. Kennedy, Ridgewood, N. J.
Frederick Kroutzenstein, Lima, Peru.
Mrs. Corinne Guiles Lewis, Beardstown, Ill.
Susanna Loy, Chicago, Ill.
Katherine Luy, Uniontown, Wash.
Pernin H. O. Taylor, Philadelphia, Pa.
Anna Miller, Auburn, Maine
Mrs. Mabel Ogan, Houston, Texas
Nancy O'Sullivan, Chicago, Ill.
Sister Mary Oswald, Holyoke, Mass.
Sister Mary Pancratius, Chicago, Ill.
Agnes V. Partridge, Everett, Wash.
Hortense Peterson, Union City, Pa.
Ruth Pettingill, Auburn, Maine
Edna L. Pierce, Lewistown, Mont.
Greta Piercy, Superior, Nebr.
Alice G. Porter, San Francisco, Calif.
Sister Mary Raynald, Holyoke, Mass.
Suzanne Rees, Everett, Wash.
Emma Reese, Everett, Wash.
Lillie E. Rogers, Norfolk, Va.
Carrie Todd Russell, Three Forks, Mont.
Eloise F. Sargent, Philadelphia, Pa.
Anna K. Scholl, Philadelphia, Pa.
Hattie Simpson, Berkeley, Calif.
Rebecca R. Singer, Auburn, Maine
Freda Smith, Philadelphia, Pa.
C. Z. Swisher, Meriden, Conn.
Leonard W. Thompson, Logan, Kans.
Mrs. T. W. Thorp, Kansas City, Kans.
Harold J. Tosney, Chicago, Ill.
Bertha Louise Webb, Baltimore, Md.
Zella L. Wise, Minot, No. Dak.
Alice Wright, Colorado Springs, Colo.
Sister M. Camilla, Cohoes, N. Y.
Percy Clarke, Union City, Pa.
Genevieve Henry, Union City, Pa.
Gladys Henton, Union City, Pa.
Joseph Koutek, St. Benedict, Oregon
Elsie Perkins, Union City, Pa.
Almedia F. Charles, Philadelphia, Pa.

CONVENTION PARAGRAPHS

News from the Various Teachers' Associations

N. S. R. A. Convention and Contest Coming

August 21-26, New London, Connecticut

ARE you planning to attend the National Shorthand Reporters' Association meeting at New London, Connecticut, this year? It will be a most interesting meeting—particularly the speed contest on August 24, for the rivalry for the shorthand championship of the world is keener than ever since a Greggite is now the holder of the title. It is expected that all the well-known speed writers of the country will try for first honors this year, and it is to be hoped that the Amateur title will be no less keenly contested. We hope you are polishing off the rough places in the work of your speed class and are going to enter them in the race. Why not go in yourself? You have three months left for intensive training, and that will do wonders! It will add great incentive to your students' work if you go in with them. Miss Evans, of Gregg School, did, you know, and her enthusiasm over contest work is unbounded. She just missed the 175 test last year, but she's determined to make a record at that speed at New London.

A preliminary announcement appears in this month's *Gregg Writer*, and the Rules will be printed in the July issue of that magazine. Meantime, however, you can secure detailed information from Mr. J. E. Fuller, Goldey College, Wilmington, Del., chairman of the National Shorthand Reporters' Association Speed Committee.

Michigan Schoolmasters' Club Meets

March 30, Ann Arbor, Michigan

THE Michigan Schoolmasters' Club met in commercial conference at Ann Arbor, March 30. The chief speeches of the occasion were "The Value of Educational Measurements in Commercial Subjects," by C. A. Courtis, of Detroit; "University and High School Teaching," by Professor C. E. Griffin; and "The Educational Value of Machine Figuring," by Carlos Wintermeyer, demonstrated by the Comptometer Adding and Calculating Machine Company.

The new chairman elected for 1922-23 is J. C. Howell, of Wilkins High School of Commerce; vice-chairman, Mrs. Minnie Clark, Highland Park High School, and Secretary, Miss Miriam O. Barton, also of Highland Park High School, Detroit.

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Southern Association Formed

Report by Alice V. Wylie

April 14, Atlanta, Georgia

A REPRESENTATIVE body of southern commercial teachers and owners of commercial schools met at Atlanta, April 14, and organized the Southern Association of Commercial Schools, for the purpose of furthering better public and commercial education in the South. The officers elected were:

President, W. W. Merriman, Georgia-Alabama Business University, Macon, Georgia

First Vice-President, M. H. Bowen, Bowen's Business College, Columbia, South Carolina

Second Vice-President, B. Dixon Hall, Atlanta Business College, Atlanta, Georgia

Secretary, Alice V. Wylie, Office Training School, Memphis, Tennessee

Treasurer, Clark E. Harrison, Draughon's Business College, Atlanta, Georgia

Executive Committee, R. H. Lindsey, Spencerian Business College, Louisville, Kentucky; Mrs. Evatte, Draughon's Business College, Greenville, South Carolina; R. E. Carter, Athens Business College, Athens, Georgia

The first general meeting of the Association, to which all commercial teachers in the South are invited, will be held in Chattanooga during Thanksgiving week. Mr. J. M. Watters, Dean of the School of Commerce, Georgia Technical School, Mr. Merriman, and Mr. Harrison, will have charge of the local arrangements.

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Kentucky

Report by Lorena Dumeyer

Secretary, Kentucky Educational Association

THE meeting of the Department of Commercial Education was called to order by the president, Mr. A. M. Hinds, at 2:15 o'clock on Friday, April 14, in the Banquet Room of the Watterson Hotel. The attendance numbered about ninety-five.

After brief introductory remarks, the president thanked the speakers present for the part they were to take in the program and expressed his regret at the absence of Mr. J. L. Harman, president of Bowling Green Business University, Bowling Green, Kentucky, who was to speak on "The Field for our Products."

Two vocal solos by Mr. Charles Leslie, accompanied by his wife, and a gracious response by them to an encore, were delightful additions to the scheduled program.

The addresses given were by Mrs. Aubrey Cossar, president of the Business Woman's Club and City Treasurer, Louisville, on "The Woman in Business"; "What Business Demands of our Schools," by George Ewald, publicity manager of the Fidelity and Columbia Trust Company, and vice-president of the Board of Trade; "What an Educator may Learn from Advertising," by C. N. Mulligan, Lowman Mulligan Advertising Company, Louisville; and "The Necessity of a Knowledge of Banking in Commercial Education," by R. M. Bean, president of the Louisville National Bank.

Mrs. Cossar, in her address, told of the contributions woman has made to

MAKES OLD TYPEWRITER RIBBONS LIKE NEW

RENU-RIBN will make your old dim typewriter, time clock, adding machine, or stamp ribbons write like new and give double service. No trouble—simply apply to your old ribbon—without removing it from the machine—at night, and next morning it is ready for use, bright and fresh.

50 cents RENU-RIBN By Mail

One vial will renew 12 to 20 ribbons and it takes but a minute—no soiled hands. For any color or two-color ribbons. Many schools order by the dozen. You just try it out and be convinced. Order yours to-day. Only 50c by mail, $5.00 a dozen.

RENU-RIBN CO. (Not Inc.) Wilmette, Ill. (Suburb of Chicago)

the business world, and of what business has done for woman. To quote briefly:

> Women are in business, and business is business still. Women in business have been good for business, just as they and their influence have been good for everything else they have gone into. Not that they are revolutionizing business, but because they bring to it the practical common sense experience and contact with life that business needs.
>
> If they continue in business permanently, they will attain the same success men do; if they retire from the marts of trade to the business of making a home and raising a family, they will make better wives and mothers because of their business experience.

In her long business experience, she added, nothing has happened to destroy her faith in man or her confidence in woman.

"The word *demand*," Mr. Ewald, the second speaker, said, "should be tempered." What business *expects* of our schools, he classified under four heads:

(1) Technical proficiency
(2) A knowledge of the ethics of an office
(3) Office methods and management
(4) Initiative and originality

Under the first head the speaker brought out the danger to a stenographer or bookkeeper of acquiring what he termed "mechanical paralysis." It is the function of the teacher to guard against this, he said. It is her opportunity, also, to teach the ethics of an office. He recommended business magazines for valuable suggestions in office methods and management. He suggested outlining hypothetical situations for the student to evolve plans for handling, to teach initiative and originality. Mr. Ewald touched, in concluding, on the coöperation the school should demand of business. He believes in initiating conferences, in questioning business men as to where students fail, and in having them address the students, say, once a week, on such subjects as office ethics. To summarize:

> Follow up the record of your graduates. Once a year send to the heads of the offices where these graduates are employed a questionnaire such as follows: (*a*) In what respects has this student proved deficient? (*b*) What suggestions can you make concerning his training? (*c*) Has proper training been given, and if not, on what lines should his training be augmented?

Mr. Mulligan, in his address, brought out the point that advertising contributes largely to the education of the people. One illustration given was that advertising enables educational publications to be sent out at a nominal cost. He spoke of advertising as of two types, institutional (educational) and merchandising, and claimed that these two must have the same four effects; both must attract, interest, convince, and induce action. Favorable action cannot be secured by getting the student's unfavorable attention, he pointed out. Apt illustrations were given to show how students' counter attractions may be overcome. "Make that which he does not want to do a stepping-stone to grasp the thing he wants," the speaker urged.

The need of coöperation between business and school was stressed by Mr. R. M. Bean, the last speaker on the program. A step was taken in this direction, he declared, when the American Bankers' Association compiled a book on "Elementary Banking" for use in the public schools. He also advocated having bankers lecture in the schools. The importance of teaching thrift was emphasized, too. "No stigma is attached to thrift, as formerly," he said. "It is now deemed a manifestation of common sense."

Mr. Bean also gave an exposition of the possibilities of Radio, and

extended a cordial invitation to the audience to attend the Radio concerts at the bank.

The business of the meeting, which was deferred to the end of the program in order to enable the speakers to meet other engagements, was then taken up. Miss Lorena Dumeyer, of the Louisville Girls' High School, was elected president for the coming year, and Mr. Charles Leslie, of the Louisville Y. M. C. A., secretary.

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First Annual G. S. T. A. Shorthand Contest

ON MAY 13 a shorthand speed contest was held at Drake Business School, New York City, under the auspices of the Gregg Shorthand Teachers' Association of that city, the first of a series of annual speed contests to be directed by that organization. A detailed report of the event is given in the June *Gregg Writer*, and pictures of the winners.

The 100-word contest was open to any Gregg students in the metropolitan area, the 120-word Amateur contest to any Gregg writer in the district.

There were a hundred one contestants, from ten day high schools and two evening high schools, chiefly—Bushwick High School coming in first, second, and third in the team contest, and second in the individual, and Harlem Evening High students taking the first individual and amateur prizes.

An analysis of the records shows some remarkable results. The most notable, perhaps, was that two students—Dora Stepanski, of the Harlem Evening High School for Men (women are admitted to these classes), and Miss Jennie Beck, of Bushwick High School—turned in transcripts without an error of any sort on the 100-words-a-minute matter. Hardly less remarkable was the performance of the first twenty-nine, all of whom were so skillful as to receive ratings of 99% or better. Four contestants made but one error each (two students from Bushwick, one from Evander Childs, and one from the High School of Commerce); ten made two each (one from Plainfield, N. J., four from Bushwick, and one each from Haaren, Harlem, East Orange, Haaren, and Commerce High); four made three each (Plainfield, N. J., Bayonne, N. J., Bushwick, and Commerce High); four made four errors (one from Plainfield and three from Bushwick); and five made five errors only (Haaren, Commerce High, Plainfield, Commerce High, and Drake Business School of Passaic.

Miss Casey's record on the 120-word test was 99.3%.

The students entering the contest from the High schools all had less than two years' instruction in the subject, which is a point that indicates the high character of the work done by the pupils in these schools.

A large number of contestants would have had 100% papers had it not been for mishearing a single word—the sentence read "winter and spring," but the reader pronounced it "and-a-spring" and some writers mistook the prolongation of the "d" to be the word "the." They may have been influenced to some degree by the rule in grammar that the article does not carry past the conjunction, but in this case it is clear that "winter and spring" were regarded as one period of time.

Another remarkable feature in the contest was the judgment exercised by teachers in making up their teams. This was an important element, as it was shown that in a few instances two of the team members obtained high ratings and the third "fell down." But this was exceptional. The fact that Bushwick High School secured the first three places in the team contest (the leading team rated 99.7% and the other two 99.5%) showed that the teachers had a better line on the quality of the work their students were doing—at least it would seem so from the results. On the other hand, Bushwick High School entered the largest number of teams of any school.

Another fact brought out by one of the teachers was this: She was under the impression that after the contest the interest in speed work would diminish—that there would be a relaxation. But she reports that the contrary is the case. Her students have renewed their efforts with very great enthusiasm and are preparing for the contest next year. The contest seemed to put them on their mettle.

The committee in charge of the contest included Mr. Albert Schneider, the World's Champion Shorthand writer, *chairman;* Miss Florence Sparks, Yonkers High School; Miss Susan M. Loomis, Dickinson High School, Jersey City; Miss Jeanette C. Hall, New Rochelle High School; Messrs. Frederick R. Beygrau and Leon T. Richards, of Evander Childs High School; and Messrs. Louis A. Leslie, and Harold Smith. More than twenty teachers representing the schools entering the contest assisted the committee in making the event the splendid success it proved to be.

Both contestants and teachers are to be congratulated upon the effectiveness of their work in the classroom as reflected by the enviable records established. That over a third of the entrants in the individual contest qualified with more than 99% accuracy speaks volumes for the high order of work being done by Gregg classes throughout the metropolitan district. The contest will undoubtedly be a stimulus to other schools to enter next year. Two of the large high schools of New York City teaching the system were not represented. The announcement of the contest came but a month ago. Next year it is planned to bring the amateur contest to the attention of the large number of practicing stenographers—it was not done this year, and but few of them knew anything about the event.

SALEM COMMERCIAL SCHOOL

SALEM, MASS.

Summer School for Business Teachers

The New England Business College Association will conduct a special summer course in teaching methods for business college teachers at Salem Commercial from July 10 to July 22. Salem is a city of great historic interest. The Chamber of Commerce will take attending teachers on numerous automobile trips along the famous North Shore. The teachers will be men from leading New England schools and colleges. Courses in teaching methods for all business subjects will be offered.

COST OF COURSE (including trips), $10.
Longer courses at same rate.

Send for full particulars. **GEO. P. LORD, *Director*.**

DICTATION MATERIAL

to Shorthand Plates in
The GREGG WRITER

The Touch System

By Henry Gallop Paine

(*Copyright, 1909, by Associated Sunday Magazines, Incorporated*)

"Good morning, chief. I got your cable in Moscow, and here I am. What's up?" Jack Carleton came blithely into the office and dropped into[25] a chair beside the big mahogany desk of Abel Loring, the great industrial manipulator.

"A leak in the office, John, a big one, and it's[50] getting bigger every day," replied the senior partner.

"The deuce you say!" was Carleton's startled comment. "When did you first notice it?"

"I can't say[75] precisely. Ever since you've been away, operations that should have panned out all right hitched somewhere along the line. But for the last two weeks,"[100] Loring's voice sank to a cautious undertone, "every deal that I've tried to pull off has been coppered—absolutely coppered, John! Some one has authentic[125] information of what we are going to do, and when we are ready to go ahead we find a group of outside brokers with both[150] hands in our pie. Last week our plan to float the Consolidated Fruit bonds was plainly known in advance. The gang was ready for us,[175] and, instead of netting a clear half million, we just came out even. This week I have been going very slow, feeling my way, as[200] it were; yet, even so, my experiments have cost us nearly a hundred and twenty-five thousand dollars!"

Carleton gave a low whistle. "Great Scott!"[225] he ejaculated, "that is a leak! Have you done anything? Do you suspect any one?"

"Done anything? Rather! I had two of the best men[250] from Anderson's detective agency up here for several days. They nosed around and snooped into everything, and then solemnly told me what I was sure[275] of when I called them in."

"And that was?"

"That there was just one way for such information to get out—through the treachery of[300] some employee who had access to the private correspondence of the firm. In your absence, that meant mine. And there is just one such employee,[325] John."

"You mean Miss Marshall?" Carleton asked the question hesitatingly.

"I do. No—" as the younger man made a gesture of dissent, "I've sifted this[350] thing down to the last tailings, and, while I hate to think it of her, every sign points in her direction. You don't suppose I[375] should let such a suspicion rest upon her without basis for it, do you?"

"You mean you've eliminated every one else?" Carleton asked.

"Just that.[400] The copies of the letters she writes to our brokers are now filed in that cabinet yonder. The lock is a patent one, and I[425] have the only key. I have directed Miss Marshall to fold and inclose the originals, to seal the envelopes, and to affix the stamps, and[450] then to mail them herself. I have seen that she does so. Anderson's men have assured me that she has done so when I did[475] not see her. No one else so much as sees the envelopes before they are dropped by her into the mail chute. Yet the contents[500] of those letters seem to be as well known by some of a group of a dozen other brokers on the Street as they are[525] by the men to whom the letters are directed."

"How do you know the leak isn't on the other end?" questioned Carleton.

"I've eliminated that[550] possibility

also. The other day I dictated an important letter to Warner; it was last Thursday, to be exact. I took the precaution to send[575] it to him by special delivery, mailing it myself at the post office station. He personally signed for the letter, opened and read it, destroying[600] it immediately afterward. Yet the next morning on 'Change five other brokers were following—for some one else—the instructions I had given Warner. Our[625] loss on that deal alone—for it amounted to a direct loss—was more than twenty thousand dollars."

"Who were the brokers?" asked Carleton quickly.[650]

"Brown & Mills, Westerford & Guy, Custer, Custer & Veine, Opdyke & Minzesheimer, and Pelton & Company."

"Um-m. And do you know if they were[675] mixed up in the other affairs?"

"Pretty largely, one or more of them," replied the senior partner; "but they were apparently only filling orders for[700] a customer. They did not seem to be acting in collusion. And I can't get the least line on who that customer is. I'd like[725] to know, all right; but, still, that's not the point at present. Now, there were just three persons who knew the contents of that letter[750]—Warner, Miss Marshall, and myself. I kept the carbon in my pocket."

"Perhaps the leak is in the post office," Carleton suggested.

"I thought of[775] that," said Loring, "and have practically placed it out of the range of possibility. In the first place, the postal authorities were notified, and secret[800] service officers have been carefully watching all the clerks and carriers who handle the letters. In the second place, I have used half a dozen[825] different styles of envelopes, not one of which bears our imprint. No, John, I'm sorry. Miss Marshall is a nice girl and an excellent stenographer.[850] I have no tangible proof of her guilt; but she's too expensive for us, I'm afraid. I'm going to give her a month's salary[875] and let her go to-night, and then see what happens."

"She takes care of an invalid mother in the South somewhere, I believe," Carleton said.[900]

"I know," Loring's bushy eyebrows drew together for an instant; "but we can't help that. She should have thought of the possible consequences before she[925] began selling the firm's secrets. Her form of dishonesty is all the worse because there is no law that will cover it."

"Anderson's men did[950] not find out how she—how it was done, then?" asked Carleton.

"No; they found out nothing," Loring replied disgustedly, "though one of them shadowed[975] the girl for two days. She—"

"Don't fire Miss Marshall to-day, chief," Carleton interrupted. "It would be wicked to punish the girl if she is[1000] innocent. On the other hand, if she is the culprit, her dismissal will greatly lessen our chances of discovering our real enemy—the man or[1025] men who are profiting by their inside knowledge of our affairs. This is Monday. Give me a week, until Saturday, to see what I can[1050] find out."

The senior partner laughed. "I know you're pretty good as a detective," he rejoined. "I recall that Lessing affair at college and the[1075] writing paper case you investigated; but don't be too confident of success this time. Still, you shall have your chance; so put on your gumshoes[1100] and play the sleuth, and I'll dictate my mail. Oh, I sha'n't write anything that will give an outsider a line on any of our[1125] financial propositions; but we mustn't let Miss Marshall suspect — well, what we suspect."

"Wait a minute," said Carleton, turning back on his way to the[1150] main office. "We can afford to spend a little something in this investigation. We can charge it up against my services as a hawkshaw, and[1175] recoup ourselves later on, when we discover

how the other side is playing their game."

He stepped to the ticker and ran his eye over[1200] the tape. "Send Warner an order to buy Red Mountain preferred. That's a good gamble, whoever knows it. We'll probably clean up a little something,[1225] unless the opposing interests are stronger than I believe them to be. The really big fighters in the Street don't descend to such methods to[1250] get their information. Then, if we are known to be buying Red Mountain, it will look as—"

"So it will. So it will," assented Loring,[1275] with a smile of understanding.

"And one thing more. Mail all your letters yourself to-night; put the carbons in your pocket and take them home[1300] with you. By the way, what is Miss Marshall's address?"

"Let me see," said Loring, taking a memorandum book from his desk. "Oh, here it[1325] is: 238 East 17th St. Now, don't you do anything rash, John."

He pressed a button at the side of his desk,[1350] and a moment later the door opened and the girl about whom they had been speaking entered. She appeared not more than twenty-three years[1375] old. Her figure was slender and graceful; she carried herself with a well-bred air. Her eyes and hair were brown, and her features—not[1400] quite regular—gave a touch of piquancy to a face of almost patrician dignity. With a quiet good morning to the two members of the[1425] firm, she took her place beside the big mahogany desk, and Loring without further comment plunged at once into the business of the day.

Carleton[1450] stood for a moment listening to the rapid fire of dictation and watched the girl's pencil as it flew over the paper, then sauntered with[1475] apparent aimlessness out of the door by which Miss Marshall had entered, into the tiny office where she transcribed her letters. There was no other[1500] door to the room, and only one window, a revolving chair, and a portable hat tree. Carleton walked to the window and looked out.

"I[1525] wonder," he mused, "if any one could look across here from the opposite window and see what she was writing?" but he promptly discovered that[1550] the opposite window was one of those in his own private office in another part of the suite occupied by the firm, and that it[1575] was effectually blocked by his bookcase. It was obviously impossible that any one could look up from the floor below or down from the one[1600] above and make out the typewritten characters, even with the aid of a glass.

Just as he finished his examination, Miss Marshall returned to the[1625] room, to transcribe a letter that Loring wanted immediately.

"You have a cozy little office here," Carleton remarked pleasantly.

"Well, yes, Mr. Carleton," the girl[1650] answered, going over to the desk and slipping a sheet of paper into the machine. "I like it; but it is a little lonely sometimes,[1675] with no one to speak to all day. Of course, I understand that Mr. Loring is very particular about his private correspondence; I mean about[1700] not wanting any one to see it. To be frank, though, I liked it better when my desk was in the outside office. Although I[1725] have no real friends there, I had a feeling of companionship that I rather miss now."

"How long have you been working in here?" he[1750] asked.

"Almost six weeks," she said, slipping into her chair.

"So long? Well, no doubt it is more convenient for Mr. Loring to have you[1775] near him, and, as you say, it is more private." As he shut the door behind him he heard the clatter of typewriter keys.

Carleton[1800] hastened to his own office and, first giving strict orders that he was on no account to be disturbed, locked the door after him. Carefully[1825] removing several of the books from the case, he found a crack

between the panels at the back which gave him a view of the[1850] stenographer as she sat in the opposite window. He spent the rest of the day with his eye glued to the aperture.(1872)

(To be continued next month)

The Value of an Education

By E. E. Spanable

Vocational Counselor, Pittsburgh, Pa., Public Schools

Young people should go to college with two ideals in mind: To develop the individual to his greatest capacity; to learn the responsibility of an[25] individual to society. The four years which you may spend in college have a two-fold value—a money value and a cultural value.

Looking[50] at it from the cultural value, as William DeWitt Hyde so well expresses it, "To be at home in all lands and all ages; to[75] count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other's work and the criticism of your[100] own; to carry the keys to the world's library in your pocket and feel its resources behind you in whatever task you undertake; to make[125] hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous[150] enthusiasm and coöperate with others for common ends; to learn manners from students who exemplify the highest ideals—this is the offer of the college[175] for the best four years of your life."

Now as to the money value of an education. About eight thousand persons are mentioned in "Who's[200] Who in America." Five thousand seven hundred sixty-eight of these have a college education; twelve hundred forty-five only a high school education; eight[225] hundred eight an elementary schooling merely. One out of every 188 college graduates is on the list; one out of every 1725[250] with only a high school training is mentioned there; only one out of 37,500 with only[275] elementary schooling is found in its pages.

By staying in school through high school, you multiply your present chance for success by nine and two[300] tenths; by going on through college, by 199.5. Less than one per cent of American men are college graduates,[325] yet this one per cent has furnished fifty-five per cent of our Presidents; thirty-six per cent of the members of Congress; forty-seven[350] per cent of the Speakers of the House. Even in the House, the college men are more likely to be the leaders.

If college had[375] no effect, the chance would be one in a hundred. Statistics show the chance is fifty-five in a hundred. College multiplies the chance by[400] fifty-five.(402)

Vocabulary Drills

Submitted by Miss Susan Sweezy, Liverpool, Pa.

There was an *abundant* supply of *catalogs*, but it was difficult to get a sufficient quantity of *envelopes*. They desired to *amalgamate*, but it was[25] clearly evident that more capital was necessary before the *amalgamation* could be effected. The *testimony* of a witness showed that the *accident* to the *automobile*[50] was the fault of the *defendant*. The *accommodations* were not satisfactory to the *delegation*. The *plaintiff proved* that the *administrator* was not true to his[75] duties. The *attorney* doubted the *authenticity* of the *affidavit*. *America* should fulfill her duty to the soldiers who saved "Old *Glory*." *Among* the *cosmopolitan* population[100] were found many *citizens ignorant* of the cause of the late war with Germany. The *amount* of *dividend* derived from the *property* was *enormous*. The[125] *annual* report of the *church* was read to the *congregation*. *Another architect* will *corroborate* the statement that the *exorbitant* price was *unavoidable*. He was *anxious*[150] for the *approval* of his *employer*, and determined to become more efficient. We could not *prevail* upon them to *appear* on the *boulevard* yesterday.

Their[175] *appearance* in the *assemblage* was *incomprehensible.* Close *application* to the principles of shorthand is necessary if one would *develop* his knowledge of this art. They[200] did not *apprehend* the *dangerous* criminal until to-day. We did not *approve* of the *English delegate.* The *count* was only *approximate,* and did not *coincide*[225] with that of the *executive. Arbitrary* measures had to be used in dealing with the *bankrupt* firm. You should attach the *address* to the *cabinet*[250] before shipping it to any point in the *United States.* The teacher's order was *authoritative,* as *hitherto* the pupils were not very *obedient. Behold,* how[275] the children love the *benignant* old lady. The *benevolent* gentleman will *prosecute* those responsible for the *negligence* of the *institution* without delay. The list of[300] *casuals* was posted daily at one *o'clock* at Red Cross *Headquarters* in the *U. S. A.* This *democratic* policy was not so *conspicuous* a *century*[325] ago. It is *expedient* to *execute* the *civil* laws in the right spirit. *Civilization* has advanced with each *generation.* A *comparatively* small number of *legislators*[350] were present at the last meeting of the *legislature.* He was *indefatigable* in his defense of the *subaltern,* and his remarks were *conclusive.* An important[375] shorthand *rule* is that the base of the first *consonant* rests on the line of writing. Be *constant* in your *support* of the *doctrine.* The[400] *secretary* was *cordial* in his relations with the *messenger,* and the *salesman.* The *coupon* should be placed on the *parcel instead* of in the letter.[425] The *covenant* served to remind him of his *obligation* to the *volunteer. Cultivation* is necessary in the *production* of food stuffs. She was *curious* as[450] to the results of the *procedure.* The *passenger* was *thankful* that he was no longer in *danger.* I *refuse* to *deceive* him as to how[475] he shall be *remunerated.* The *disaster* was due to the *default* of the cashier. A *degenerate husband* may *demoralize* his family. The *deponent* failed to[500] appear in court when wanted. Please *designate* the exact nature of the *manuscript* you wish. The *election* was a *disadvantage* to him and he sent[525] in his *resignation.* They will soon *discover* that the *litigation* was unnecessary. The *inclosure* was *disproportionate* to the *amount* requested.(545)

(To be continued next month)

The Second Mile

By Bruce Barton

"And whosoever shall compel thee to go a mile," says the best business textbook ever written, "go with him twain."

Show me a man who[25] has made his mark in the world, and I will show you a traveler of that second mile. The eight hours that his employer compelled[50] him to go, he went gladly—and another hour or two when no man compelled him. In that extra hour or two lay his mastery.[75]

"Many spoil much good work," said Edward Harriman, "for the lack of a little more." It is the little more that counts—the added weight[100] of work or service, born of enthusiasm uncompelled, that marks the difference between little men and big. One mile of decency and honesty and a[125] full day's work, the law and your own needs compel you to go; travel it bravely, willingly, happily. But do not stop. For at its[150] end lie the borders of a richer, greener country, the land of love and of service and of growth, through whose midst winds the broad[175] highway of the second mile.(180)

Business Letters

EMPLOYMENT CORRESPONDENCE

From Gardner's Constructive Dictation, Page 146 Letters 5 and 6.

Mr. T. Lee,
94 Carry Street,
Quincy, Illinois.

Dear Sir:

Under date of May 1, 1917, you made application for a position[25] with

our Company, but at that time we had nothing of interest to offer you.

We now have a number of positions open in our[50] various departments, and if you are still desirous of being connected with our organization, we should be pleased to hear from you.

In the event[75] that you are interested at this time, will you kindly state the salary you would expect at the start, just when you could report for[100] work, and the classification you have been given in the Federal draft, in order that we may give the matter proper consideration.

It would also[125] be advisable to send us a photograph of yourself.

Very truly yours,(137)

Mr. R. Wheeler,
109 Fair Street,
Waukegan, Illinois.

Dear Sir:

We have carefully gone over the application blank which you sent us on[25] May 13, and would suggest that you call on us as soon as possible after the expiration of your present school term.

We, of course,[50] are unable to determine definitely in just what line of work we could use you to the best advantage, as you did not send us[75] your photograph, but we believe we can use you in connection with at least one of the positions we now have open.

It would be[100] necessary for you to meet the requirements of the physical examination required of all people entering our employ, but if you have no physical defects[125] and are in perfect health, you should have no difficulty in coming up to our standard in this respect.

You may be interested to know[150] that we maintain a Housing Bureau in connection with our Employment Department and are glad to assist new employees in getting satisfactorily located.

Very truly[175] yours,(176)

A Mining Case—VIII

(Continued from the May issue)

A My recollection is that I did.

Q Do you recall anything else about this[2750] transaction?

A That is all I can recall just now unless someone will refresh my recollection.

CROSS EXAMINATION
By Mr. Curry

Q You are a[2775] lawyer? A I am supposed to be.

Q Are you from day to day drawing contracts for sundry persons?

A Yes, sir.

Q Since this[2800] case has been on you have talked over this contract with Mr. Pollock? A Yes, sir.

Q You have each of you discussed backwards and[2825] forwards what it contained? A Yes, sir.

Q And you have given him your version of it, and he has given you his version of[2850] it? A Yes, sir.

Q You have discussed it also with Mr. Brady? A Yes, sir.

Q When did you have your first talk with[2875] him in regard to it?

A I think it was about the time we were preparing for the suit on these notes.

Q You have[2900] been telling me that contract would be here, haven't you, until Mr. Pollock came?

A Yes, sir. Because I thought Mr. Pollock had it.

Q[2925] It was since Mr. Pollock came here that you had your discussion?

A Yes, sir. Another thing, I did not know but that a copy[2950] of it had been assigned to Mr. Mullen.

Q It is not claimed now that copy was ever assigned to him, is it?

A No.[2975] My recollection of it is that there were two copies. It seems that the Brady papers have been lost.

Q You draw a good many[3000] contracts, don't you? A Yes, sir.

Q You don't pretend to say you usually remember the contents of a contract that you draw over any[3025] great length of time, do you?

A There are many contracts that I draw that I could not even remember the names of the parties,[3050] but there was quite a little controversy over this.

Q Was the contract dictated by you?

A My recollection is I wrote it on my[3075] own typewriter.

Q Didn't you say, on your direct examination, you could not recollect for certain whether or not you drew it?(3097)

* * *

The business man of to-day has to read, yes, and study and go to the roots of many things, that he may avoid the pitfalls[25] which surround business on every side.(31)—*Andrew Carnegie.*

Short Stories in Shorthand

HELP WANTED

Willie: "They say history repeats itself. I wish I had one that would."(13)

TOO EASY!

A woman, wearing an anxious expression, called at an insurance office one morning.

"I understand," she said, "that for $5 I can insure my[25] house for $1,000."

"Yes," replied the agent, "that is right."

"And," continued the woman, anxiously, "do you make any inquiries as to the[50] origin of the fire?"

"Certainly," was the prompt reply.

"Oh!" and she turned to leave the office. "I thought there was a catch in it[75] somewhere."(76)

WHAT MADE THEM VALUABLE

"Why does the boss always keep his desk locked?"

"Important papers."

"He never locked up his papers before prohibition came in."(21)

THE LOST KITTEN

Mrs. Flint came for a visit to her sister's home and her little niece, Charlotte, was delighted to see her.

"What became of the black[25] kitten that you had when I was here before dear?" asked Mrs. Flint.

"Why, don't you know?" asked Charlotte, much surprised.

"I haven't heard a[50] word," replied the aunt. "Was he poisoned?"

"No, ma'am," said Charlotte.

"Drowned?"

"Oh, no."

"Stolen?"

"No, indeed."

"Hurt in any way?"

"No, ma'am."

"Well," said[75] Mrs. Flint, "I can't guess, dear. What has become of him?"

"He growed into a cat," said Charlotte.(93)

IN ENGLISH CLASS

Professor: What do you know about Fielding?

Student: Nothing much. I was always a pitcher on the team whenever I played.(21)

MODERATE

"Go away from me," said the fashionably dressed lady, to the street beggar; "I wouldn't have you touch me for ten dollars."

"I was only[25] goin' to touch you for a nickel, lady," was the reply.(36)